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ABSTRACT

Based on a survey of displaced homemakers and displaced homemaker advisory committee members in Texas and on a literature review, this guide was developed to help leaders of displaced homemaker programs conduct workshops for their clients. Following an introduction which explains the rationale for conducting workshops for displaced homemakers, the guide is organized into three sections. The first section explains how to organize workshops, including setting the time and place, dealing with guest leaders, generating publicity, offering extra services, assisting handicapped clients, conducting the workshop, and evaluating the workshop. The second section lists the results of the project survey that determined which subject areas are considered to be important for inclusion in a displaced homemaker workshop series. The final section of the guide contains outlines for two weeks of workshops on the subject areas rated "very important" by the client and advisory groups, along with five days of optional workshops on other topics. The outlines give suggestions for each session, covering session length, objectives, major points to be covered, format, suggested sources for gaining detailed information on the subject, and any special suggestions that will help in conducting the particular session. Topics covered in the model workshop plan include self-enhancement, financial management, single parenting, looking at careers, job search skills, and wrap-up sessions. Optional workshops include these topics: living in the community, nutrition and good grooming, living without a spouse, and success on the job. The workshop outlines were field-tested at Central Texas College. (KC)

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A WORKSHOP GUIDE FOR POST-SECONDARY DISPLACED HOMEMAKER PROGRAMS

Presented to
The Research Coordinating Unit of
The Texas Education Agency
By
Central Texas College

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PREFACE

The Post-Secondary Displaced Homemaker Program was an Exemplary-Innovative Project, funded by the Texas Education Agency for the period of July 1, 1982, through June 30, 1983. One objective of the project was to develop a workshop guide to assist Texas post-secondary displaced homemaker programs in holding workshops for their clients. Ms. Maurine Dahlberg, Project Coordinator, developed the workshop guide.

The first procedure in the development of the workshop guide was a review of current, applicable literature to aid in the formation of an initial skills list. Available workshop schedules of other displaced homemaker programs in the United States were studied, contrasted, and combined to further aid in forming the initial skills list. This initial skills list was then used to conduct a survey of the project's statewide advisory committee (names of the committee members are listed in the appendix) and clients of the Central Texas College Opportunity Center for Redirected Homemakers. A Model Workshop Plan and accompanying workshop outlines were then developed from the survey results. For a report of the field test of these outlines, please refer to the "Final Report of the Post-Secondary Displaced Homemaker Program," available from the Texas Education Agency Research Coordinating Unit.

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INTRODUCTION

Displaced homemakers are persons who have spent a significant part of their lives as unpaid workers in their homes and now, through death or departure of the family breadwinner, have been left with little or no income, no job skills, and little self-confidence in their abilities to direct their own lives. This displacement has exiled them from the secure lives they have known and has shattered their plans, hopes, and dreams for the future. They are survivors who are trying not only to recover from the shock of spousal death or departure, but to begin new lives as breadwinners and decision-makers on their own. This task of starting over is an extremely difficult one, especially for displaced homemakers who often have little knowledge of the work world or of their own abilities and interests. They need clear information and warm, empathic support from counselors and peers in order to make decisions, set new goals, and begin to feel like "whole persons" again. This information and support is given by two integral parts of the displaced homemaker program.

Individual counseling is one of these integral parts. It provides a private atmosphere in which attention is focused upon each individual client's physical and emotional needs. Referrals, job training, and job placement may be made through individual counseling sessions.

The other vital part of a displaced homemaker program is the conducting of workshops for clients. While workshops do not substitute for individual counseling sessions, they are valuable for the following reasons:

- Workshops enable program counselors to economize in their efforts to provide information in certain areas. Some information, such as that pertaining to job-seeking skills, money management, non-

traditional jobs, and assertiveness, may be needed by many clients. If this type of information is provided to clients through workshops, more counseling time can be spent in discussion of individual issues.

- Workshops help displaced homemakers re-enter the mainstream of life by providing a peer group in which members can support one another and share ideas and information. This sharing serves to lessen displaced homemakers' feelings of aloneness and, at the same time, heightens their self-esteem as they begin to see themselves in the role of helping others.
- Workshops provide a structured, positive experience for displaced homemakers. Displaced homemakers often tend to isolate themselves in their homes, denying reality and surrounding themselves with memories. Workshops give a sense of structure and purpose to their lives and help them look at positive aspects of the future instead of dwelling on the past.
- Workshops help displaced homemakers get in touch with their feelings and make their own decisions in a confidential and relaxed atmosphere. Through exercises, games, and worksheets, clients can learn about themselves in an enjoyable manner and can choose whether or not they wish to share their findings with others. Some of the exercises and worksheets used in workshops are valuable tools for displaced homemakers to keep and reflect upon from time to time.
- Workshops provide an array of viewpoints and information contributed by guest speakers who are experts in their fields. The learning experience can be strengthened by use of guest speakers

who differ in background, occupational field, age, race, and sex.

- Workshops provide an opportunity for employers, instructors, and business people from within the local community to act as guest speakers and thereby become more familiar with the program and with the plight of displaced homemakers.
- Workshops provide an opportunity for displaced homemakers to experience success. Through participation in exercises, encouragement from facilitators and peers, and the earning of a completion certificate, displaced homemakers can begin to feel more positive about themselves and their abilities.

In order to be as helpful as possible, workshops must be carefully planned. The following section, therefore, gives information to help with the organization of workshops for displaced homemakers.

I. ORGANIZATION OF WORKSHOPS

Setting the Time and Place for the Workshops

Setting a time schedule is one of the first steps in planning workshop sessions. In a post-secondary setting, the dates for workshops may depend largely upon the availability of classrooms or conference rooms where the workshops can be held. For this reason, scheduling should be done as early as possible. The time of day when the workshops are scheduled may also depend largely upon room availability, though, as far as possible, consideration should be given to the convenience of the expected participants.

Participants will be able to attend workshops more easily if they are given at the same time each day. Schedules of local public transportation systems may need to be considered in some areas. The sponsoring post-secondary institution may have its own vans, buses, or privately arranged carpools with which workshop participants may be able to arrange transportation to and from the campus at certain hours. Participants may prefer having daytime workshops for several reasons. Daytime hours will eliminate the need for babysitters for participants with school-age children; also, participants may be reluctant to park and walk into a building after dark or come home alone to an empty house at night.

Participants' convenience should also be considered in choosing the location of the workshops. Workshops may be held on campus or in a local world-of-work setting such as a public library or city meeting hall. Since many displaced homemakers seldom leave their homes, they may find it difficult to venture out of the house; therefore, the location chosen for the workshops should be convenient and easy-to-find. Parking should be

ample, and handicapped parking places must be available. The room in which the workshops are held should have comfortable seats and be large enough for participants to move around in games and role-playing exercises. Aisles must be wide enough for wheelchair participants to get in and out. Seating should be arranged so that all participants can see and hear speakers clearly. Restrooms should be available close by and have facilities for handicapped persons.

It is important for program facilitators to make at least one visit to the proposed workshop location in order to check out such items as room size, access to electrical outlets, lighting, available furniture, and access to restrooms and other facilities. The name and location of a contact person should be obtained for any necessary custodial duties such as unlocking doors, re-arranging furniture or assisting with equipment. Facilitators should be sure to double-check room availability one week before workshops are scheduled to begin.

Guest Leaders

Having a variety of leaders for workshop sessions will enhance the experience for displaced homemakers by providing expert advice and an array of viewpoints. Since the world-of-work is made up of different types of people, the selection of guest leaders should reflect this. Choosing leaders of both sexes and of various ages, races, and ethnic backgrounds will give a variety of ideas and a selection of role models for displaced homemakers.

Although guest leaders may differ from one another in some respects, they must have certain things in common. They must be not only highly qualified to conduct workshops on their particular subject area, but should also be interesting speakers as well. Even the most helpful information

will not be received if it is given in a boring or disorganized style. Guest leaders should empathize with and understand the philosophy of the displaced homemaker program. It is imperative that leaders sincerely care about and respect displaced homemakers. They should be helped to understand that displaced homemakers need basic, practical information given in a friendly, helpful manner. Patronization, condescension, or loftiness will harm displaced homemakers' shaky self-esteem and more than negate the worth of the information given.

Guest leaders should be contacted as early as possible, then sent a reminder letter one week to ten days before their presentations are to take place. Information to be given to them should include the following: the purpose of the workshop; major areas to be covered in the workshop; time, date, and location of the workshop; length of time allowed for their presentation; expected number of participants, if known; and the name and telephone number of a contact person at the displaced homemaker program who may be called for further information. Services such as transportation to and from the workshop, and typing and duplication of handouts or other material can be offered during the initial contact. If leaders are unfamiliar with the displaced homemaker program, its purpose should be explained to them at this time. Guest leaders should also be asked for information about themselves, such as job titles and background relevant to their presentations, to be used in introducing them to workshop participants. Only information which has been verified and approved by them should be given out in the introductions.

Since, in most programs, guest leaders will receive no fees for their presentations, appreciation must be clearly shown in other ways. Names of leaders can be used in newspaper and newsletter articles, and letters of

appreciation should be sent to them immediately after their presentations. They should also be invited to the reception at the close of the workshop series.

If workshops are scheduled on a continuing basis (such as beginning a series every month), it will be necessary to hire a permanent part-time or full-time workshop instructor for the program staff. Even if this approach is taken, the occasional use of guest leaders can add variety as well as new information to workshops. The use of guest leaders from the local community will also help familiarize the community with the presence of and need for the displaced homemaker program.

Publicity

Publicity for workshops should begin approximately one month in advance of the initial workshop session (Norwood, 1979). All publicity materials must include accurate information concerning the following: dates, times, place, sponsor, telephone number for gaining more information and/or registering for workshops, any stipulations such as registration deadlines or fees, topics to be presented, and, if needed, directions to the site of the workshops. Any extra services such as child care, transportation, or special services for handicapped participants should also be mentioned. Interest in attendance may be heightened by mentioning that the sessions are free and can lead to a completion certificate.

Workshops must be publicized in ways which will attract the attention of displaced homemakers. Media presentations are good sources for publicity. The sponsoring institution's public relations office should be contacted in order to find out the procedures and appropriate format for submitting material to be publicized. Posters, flyers, and brochures which describe the program and workshops should be developed and distributed to

places where displaced homemakers will have a good opportunity to find them. Some of these places are the following: grocery stores, laundromats, employment agencies, service-providing agencies, spouse-abuse centers, church bulletin boards, doctors' and attorneys' offices, and public offices. A short, written description of the workshops, containing necessary information, may be submitted to church bulletins, local agency newletters, community college newspapers, give-away shoppers' guides, and other free or inexpensive materials which displaced homemakers are likely to read (Towns, 1982).

Workshop flyers should be mailed to all clients of the displaced homemaker program. As a reinforcement, some clients may also be telephoned. If clients receive a special telephoned invitation from a staff member, they will be apt to feel that their attendance at workshops is welcome and needed.

Publicity materials should be written in a positive and motivating style which appeals to modern displaced homemakers and conveys the spirit of self-growth. Persons pictured on posters, flyers, and brochures should not be stereotyped, but should be of different races and ethnic origin. If they are shown performing job tasks, both traditional and non-traditional job areas should be represented. Long-term benefits of workshop attendance, such as exploring new careers and learning to take increased control of one's life, should be emphasized in the materials.

Extra Services to be Offered

Some participants may need help in arranging transportation to and from workshop sessions.

Transportation of participants to and from workshops may need to be arranged by the displaced homemaker program.

Workshop participants who live in the same area as one another may be able to car-pool to and from sessions. This can help displaced homemakers get to know one another and establish a neighborhood peer group as well as share transportation. Some sponsoring post-secondary institutions have vans, buses, or station wagons which the displaced homemaker program can use for workshop transportation. In order to decrease participants' dependency on the displaced homemaker program and leave staff members free for their regular duties, one option is to provide transportation on the first day of the workshop only and help participants to form car pools for the remaining workshop sessions.

Transportation assistance is valuable not only to those clients who have actual transportation problems (such as a broken-down car or lack of a driver's license), but also to clients who are depressed and un-motivated to leave their houses. Displaced homemakers often tend to stay in their homes where they feel safe and secure; therefore, they may find it difficult to venture out. If a supportive, definite plan for attending the first session is given to them (such as "our van will come by to pick you up at eight-thirty"), they may be less apt to have a last-minute change of mind about attending. Often, once participants become acquainted with one another during the first workshop session, they will be comfortable in forming car-pools and sharing rides to the remaining sessions.

Providing child care for workshop participants is a problem for many displaced homemaker programs. Costs of securing commercial care are higher than many displaced homemaker programs can afford to pay, but licensing and insurance regulations often prevent programs from establishing their own child care services for workshop participants. Nurseries sponsored by the post-secondary institution or a local church may be willing to provide

low-cost care during workshop sessions. If the displaced homemaker program cannot afford to provide free care, staff members might do some research in order to provide the workshop participants with a list of local child care centers which charge relatively low costs for high-quality care.

Assisting Handicapped Clients

Planning and patience on the part of the program staff will help handicapped clients receive maximum benefits from workshop attendance. Handicapped clients should always be helped to feel welcome (although not patronized) at workshop sessions.

In order to aid physically impaired clients, the workshop site should be checked to ensure the presence of "handicapped" parking places, wide doorways, ramps, elevators (if the workshop is held above ground floor), and facilities such as restrooms, water fountains, and telephones which can be used by handicapped persons. Volunteers may be asked to assist handicapped participants by transporting them to and from workshop sessions, aiding in mobility, taking notes, and helping fill out worksheets. The sponsoring post-secondary institution may have trained assistants or equipment to aid handicapped persons which could be used during workshop sessions.

Visually impaired participants will be able to read transparencies and hand-outs more easily if words are set clearly in large type. The information on hand-outs and worksheets can also be tape-recorded for their use, or a volunteer may sit next to them and read written material aloud. Seating should be arranged so that visually handicapped participants can easily see the leader, chalkboard, and role-playing exercises.

Tindall (1980) states that hearing-impaired participants will be aided by workshop leaders who speak clearly (without overpronouncing words), do

not talk while their backs are to participants, and do not move around the room while talking so that the handicapped participant does not have a good view of them at all times. The noise level around the workshop site should be kept to a minimum so that outside noises will not distract handicapped participants.

Conducting the Workshop

Three factors in the success of a workshop are process, attitude, and content.

Process is concerned with how well the workshop is organized and how smoothly it flows. If the workshop is well-organized, all materials and equipment, as well as the workshop room and any auxiliary services, will be ready at least half an hour before participants arrive (Powers and Roughton, 1979). Concentration during the workshop can then be focused upon participants' needs rather than upon technicalities of workshop operation. The following is a checklist to aid in organization:

- provisions for at-the-door registration have been made;
- hand-outs and worksheets have been prepared and duplicated (preparation includes the securing of permission to use copyrighted materials);
- name tags (if used) are ready to give to participants;
- workshop packets (including note paper; pencil, and workshop schedule, preferably packaged in a pocket-type folder) are ready to give to participants;
- provisions for meeting the guest leader (or providing his/her transportation to the workshop session) have been made;
- provisions for assisting identified handicapped participants have been made;

- electrical outlets have been checked and found to be in working order;
- any audio-visual equipment to be used, such as tape-recorders or projectors, are in place and in working order;
- any films, slides, or transparencies to be used are present and have been previewed for content and possible defects;
- chairs in the workshop room are arranged so that participants can see and hear leaders as clearly as possible; and,
- a staff member is available to greet participants as they enter the workshop room.

Provisions should also be made for handling common last-minute emergencies. What if, for instance, the workshop guest leader does not arrive or must cancel at the last minute - is a staff member prepared to act as leader? What if an item is forgotten, a participant has car trouble, or a janitor must be found - is someone available to run errands? Even if emergencies do not occur, staff members can concentrate on enjoying workshops when they know they are prepared to handle such crises.

The content concerns information that is presented in workshop sessions. It should be clear, relevant, and focused upon self-growth. Clients must be helped to discover their strengths as well as ways to improve their weaknesses. Displaced homemakers need successes in their lives, and some of these successes can be provided by the workshop. Worksheets, for instance, can concentrate on areas such as "What skills and interests do you have and what would you like to learn more about?" rather than "What is your present level of education?" and "How long has it been since you were last employed?" Realistic future possibilities, rather than past mistakes and shortcomings, should be emphasized. It is also important

that information given to participants be accurate, up-to-date, and relevant to the locality in which participants live.

The attitudinal aspect of the workshop is concerned with the manner in which participants are treated by speakers and staff members. This aspect is especially important in dealing with groups such as displaced homemakers who may feel nervous and timid about attending workshops. Displaced homemakers may have few social activities in their present lives and may be accustomed to relating to others as "half of a couple" rather than as themselves. The workshops may provide them with their first opportunities to focus on their own feelings, interests, and skills; therefore, some of the questions brought up workshop sessions may be threatening or confusing. Participants are, after all, trying to find new identities for themselves and they very much want to like those new identities.

Leaders and staff members can show respect for participants by letting them decide whether or not to participate or share in a particular exercise. Participants should never be forced to take part in exercises or share their feelings with other members of the group. Instead, staff members or leaders may help quiet, non-sharing participants feel more comfortable by conversing with them during breaks or asking them to help in handing out materials. These same techniques may also work well with overactive, talkative participants who tend to be disruptive and need extra attention (Norwood, 1979).

Flexibility in time and presentation methods is another way of showing respect for participants and helping them feel comfortable in workshop settings. Participants are adults who have had experiences which they can share and, through this sharing time, can learn from one another as well as from workshop leaders. Displaced homemakers have often experienced a great

deal of pain in their lives and may need to tell their stories. Even though there may be a lot of information to be given in a short workshop session, leaders must be in tune to the needs of participants. Participants may need some time to talk and share, to reflect, to take a break, or to laugh and have fun. Time should also be allotted at the end of each presentation for questions and answers. If workshop schedules are too rigid to consider these needs, participants may become bored and frustrated. According to Burnside (1980), each workshop session should have a "fun time," a "learning time," and a "feeling and sharing time."

Evaluation

Evaluation of workshops should consider the three areas of process, content, and attitude.

Process evaluation concerns the level of organization and operation of the workshop. Were all materials ready? Did the workshop start on time? Process should be evaluated by staff members as well as by participants in order to get a "behind-the-scenes" picture. Thought should be given to ways in which future workshops might be better organized to operate more smoothly.

Content evaluation concerns the learning which took place in the workshops. Was information appropriate, useful, and given in a clear fashion? Was it forward-moving and concerned with self-growth? If not, what might be done to help future guest leaders give clearer or more appropriate presentations?

Attitude evaluation concerns the feelings of the participants, leaders, and staff members regarding the workshop. Did participants feel comfortable and have a sense of being welcome at the workshop? Was there any condescension or moralizing on the part of leaders or staff members?

Did participants have a good feeling about themselves as they performed exercises, filled out worksheets, and listened to presentations?

The simplest way to gain feedback from participants is to give them a brief evaluation form to complete at the end of each workshop session. At this time, participants still have feelings and ideas fresh in their minds. Since they are still in the workshop setting, the evaluation forms can be gathered and reviewed immediately by staff members and leaders so that comments can be used for future sessions. Also, envelopes and postage are not needed, and no problems arise from forms being misplaced or forgotten if they are filled out in the workshop setting and turned in immediately.

If desired, a long-term study can also be done to determine the benefits of workshop attendance. Participants can be given pre- and post-tests in self-concept or world-of-work knowledge to determine the gains brought about by their attending the workshops. For this type of study, a control group, made up of displaced homemakers who do not attend workshops, may be used for comparison purposes. A long-term study may also include follow-up forms to be sent to participants several weeks or months after workshop attendance to determine whether the information gained in workshops has been useful in their lives and whether self-concept gains still exist.

Comments for evaluation can be gained by both short-answer questions and open-ended questions. Short-answer questions may require merely a "yes" or "no" answer, a rating on a scale of one to five to indicate satisfaction with various aspects of the workshop, or a "draw-in face" in which clients can draw smiles or frowns to indicate their feelings about different aspects of the workshop. Open-ended questions encourage participants to freely express their feelings and ideas concerning the

workshops. These questions should be worded in such a way as to elicit constructive criticism as well as praise (Powers and Roughton, 1979).

Evaluative comments can be very useful in improving future workshop sessions. Staff members should review and discuss participant comments (as well as their own comments) after each session. Guest leaders may be included in the discussion as well. It is wise, however, to have a staff member privately review participant comments before sharing them with guest leaders in order to avoid hurt feelings or hostility if some comments are negative.

II. THE PROJECT SURVEY

The following survey was completed by clients of the Central Texas College Opportunity Center for Redirected Homemakers and project advisory committee members (listed in the appendix) in order to determine which skills are considered "very helpful" for displaced homemakers to learn, which are considered "somewhat helpful" and which are considered "not very helpful." Those skills which were indicated as being "very helpful" by at least sixty-seven percent (two-thirds) of advisory committee members and clients or one hundred percent of advisory committee members and at least fifty percent of clients were incorporated into the model workshop plan. Those skills which did not meet this criteria have been listed as "optional" workshops and can, if desired, form a third week of workshops (preferably inserted between the first and second weeks of the regular plan). Workshop topics have been grouped and arranged in logical sequence for instruction.

Program directors are encouraged to use this survey instrument for surveying their own clients (and advisory committee members, if applicable) in order to focus upon local needs and make substitutions in, or additions to, the regular workshop plan in accordance with these local needs.

Figure 1

RE-DIRECTED HOMEMAKERS

OPINION SURVEY

Workshop outlines are being written to produce workshops for re-directed homemakers throughout Texas. Please help us by checking the workshop subjects below to indicate how helpful you think each one would be to re-directed homemakers. You do not have to put your name on this. Thank you-for your help!

Results of Client Survey

Very Helpful	Somewhat Helpful	Not Very Helpful	
67%	13%	7%	Nutrition (Fixing inexpensive, well-balanced meals) (13% - no response)
67%	20%	0%	Self-Awareness (Getting to know yourself and what you want; dealing with emotions and living alone) (13% - no response)
53%	40%	0%	Assertiveness (Dealing with problems assertively, but not aggressively) (7% - no response)
93%	7%	0%	Money Management (Handling bank accounts, insurance, and taxes; getting credit loans; saving money when you shop)
93%	7%	0%	Ways to Get Job Training (How to choose a good school or training program)
93%	7%	0%	Job Search Skills (Writing resumés, reading classified ads, practicing for job interviews)
87%	0%	0%	Career Exploration (Deciding what career is right for you) (13% - no response)
67%	27%	0%	Using Community and Legal Resources (How to apply for welfare, food stamps, and other assistance; legal information on rights of redirected homemakers) (6% - no response)
67%	20%	7%	Good Grooming (Dressing for success, grooming tips) (6% - no response)
60%	27%	7%	Self Protection (Ways to prevent rape and theft) (6% - no response)
67%	20%	7%	Single Parenting (Coping with children in a one-parent household) (6% - no response)
67%	27%	0%	Non-Traditional Jobs (A look at some non-traditional job areas, their salaries and required training) (6% - no response)

40%	33%	20%	Home And Auto Maintenance (Simple repairs and maintenance techniques; tips on choosing a home or auto; understanding leases, contracts, and mortgages) (7% - no response)
____	____	____	Other (Please list on the back of this sheet or on another sheet)
6%			Financial aid for job training

Figure 2

RE-DIRECTED HOMEMAKERS

OPINION SURVEY

Workshop outlines are being written to produce workshops for re-directed homemakers throughout Texas. Please help us by checking the workshop subjects below to indicate how helpful you think each one would be to re-directed homemakers. You do not have to put your name on this. Thank you for your help!

Very Helpful	Somewhat Helpful	Not Very Helpful	Results of Advisory Committee Survey
33%	50%	17%	Nutrition (Fixing inexpensive, well-balanced meals)
100%	0%	0%	Self-Awareness (Getting to know yourself and what you want; dealing with emotions and living alone)
100%	0%	0%	Assertiveness (Dealing with problems assertively, but not aggressively)
100%	0%	0%	Money Management (Handling bank accounts, insurance, and taxes; getting credit loans; saving money when you shop)
100%	0%	0%	Ways to Get Job Training (How to choose a good school or training program)
100%	0%	0%	Job Search Skills (Writing resumés, reading classified ads, practicing for job interviews)
100%	0%	0%	Career Exploration (Deciding what career is right for you)
33%	50%	0%	Using Community and Legal Resources (How to apply for welfare, food stamps, and other assistance; legal information on rights of redirected homemakers) (17% - no response)
33%	67%	0%	Good Grooming (Dressing for success, grooming tips)
0%	100%	0%	Self Protection (Ways to prevent rape and theft)
100%	0%	0%	Single Parenting (Coping with children in a one-parent household)
50%	50%	0%	Non-Traditional Jobs (A look at some non-traditional job areas, their salaries and required training)

33%	67%	0%	Home And Auto Maintenance (Simple repairs and maintenance techniques; tips on choosing a home or auto; understanding leases, contracts, and mortgages)
____	____	____	Other (Please list on the back of this sheet or on another sheet)

33%	Decision-Making Skills
50%	Goal-Setting Skills
33%	Time and Stress Management
17%	Help with filling out grant forms, etc.
17%	Identifying strengths
17%	Motivation
17%	Self-Help Skills

III. WORKSHOP OUTLINES

In each workshop outline, guidelines are given to cover the area of time allowed, objectives, major points to be covered, format, suggested sources, and (if applicable) special suggestions. The following is a brief explanation of these areas to assist program staff members and workshop leaders in the use of the outlines.

Time - The length of time alloted for each workshop includes a ten minute break at thirty to forty-five minute intervals. The exact timing of the breaks is at the discretion of the workshop leaders and staff members, but participants may have difficulty concentrating on presentations after forty-five minutes without a break (Lougherty and Hopson, 1979; Powers and Roughton, 1979). Before the workshop begins, leaders should be asked to announce a break at a certain time; then, they may be reminded or signaled to do so at an appropriate point.

Objectives - The objectives of each workshop are not necessarily behavior objectives, but are given in order to relate the major purpose(s) of each workshop session.

Major Points to be Covered - The major points to be covered in each session were determined by conducting a literature search in each subject and talking with workshop leaders to find out what topics are considered to be the most important ones to study in that area. These points are meant to be general guidelines only, so that individual workshop leaders may use their own ideas and resources in presentations.

Format - The "workshop leader" may be either a guest leader or a permanent workshop instructor. "Presentation by leader" does not necessarily designate a formal lecture, but only indicates that the type of presentation to be used is left to the discretion of each workshop leader.

Leaders may wish to use various types of presentations, such as audio-visual materials, formation of small groups to discuss and report on ideas, role playing, skits, or panel discussions. Even in lecture-type presentations, questions and comments from participants should be encouraged.

Suggested Sources - These sources are books and documents (included in the bibliography) from which more information concerning workshop subjects may be gained; they are not necessarily, however, the only sources which will be helpful. Efforts are made to screen all sources for sexism, racism, and out-of-date material. Many of the books listed deal with helping women in particular. This is not meant to imply sexism, but is due to the following reasons: (1) most displaced homemakers are women, and (2) most of the appropriate sources which are found in the literature search for this project were written primarily for women, perhaps because of the present societal pattern of women re-entering schools and careers in middle age.

Special Suggestions - These are specific suggestions or items of information which may be helpful in planning workshops.

MODEL WORKSHOP PLAN

Workshops are Monday through Friday, 9:00 a.m. to 12:00 p.m. for two consecutive weeks (or three consecutive weeks if Optional Workshops are included).

Week 1

Self-Enhancement

Monday - Orientation
Self-Awareness

Tuesday - Goal Setting*

Wednesday - Assertive Communication

Financial Management

Thursday - Spending and Saving Money

Friday - Using Credit Wisely

Week 2

Single Parenting

Monday - Single Parenting

Looking at Careers

Tuesday - Career Exploration
Ways to Get Job Training

Job Search Skills I

Wednesday - Resumes
Interview Skills
Using Job Finding Tools

Job Search Skills II

Thursday - Practicing Job Finding Skills

Wrap-Up

Friday - Mock Interviews with Employers

Awarding of Completion Certificates

*Even though "goal setting" did not meet the statistical criteria described on page 17, it was added in order to focus upon self-enhancement skills for an additional session.

OPTIONAL WORKSHOPS

Optional workshops are Monday through Friday, 9:00 a.m. to 12:00 p.m. for one week, preferably inserted between Week 1 and Week 2 of the Model Workshop Plan.

Optional Week

Living in the Community

Monday - Community Resources

Tuesday - Insurance Needs

Legal Information

Self-Enhancement II

Wednesday - Nutrition

Good Grooming

Living Without a Spouse

Thursday - Self-Protection

Home and Auto Maintenance

Success on the Job

Friday - Success on the Job

DAY 1

Orientation

Time: Approximately one hour.

Objectives: Participants will join in group activities by reporting a unique quality or talent about themselves and talking with other participants in a game or other structured activity.

Major Points to be Covered:

- An opportunity for participants to become acquainted with one another.
- An opportunity for participants to feel positive towards themselves and the workshop experience.

Format: Group activities led by workshop leader.

Suggested Sources: Adler and Towne, 1978; Pfeiffer and Jones, 1973 (Vol I).

Special Suggestions: It is important for participants to feel good about themselves and the workshop during this first session. Good activities are those which help participants recognize their own strengths and the strengths of others. Suggested activities are those found in Adler and Towne (1978), pages 6,7, and 11; also, those found in Pfeiffer and Jones (1973), Vol.I , pages 17-18.

Self-Awareness

Time: Approximately two hours.

Objective: Participants will examine their values and become better acquainted with themselves as individuals.

Major Points to be Covered:

- The importance of recognizing positive aspects of oneself as well as faults.
- The importance of values clarification.
- An opportunity for participants to examine their personal values and see that individual differences are "okay."
- The concept of internal control over "roadblocks" - taking control of one's own life.

Format: Presentation by group leader.

Suggested Sources: Adams, 1979; Adler and Towne, 1978, Bellanca, 1975; James and Jongeward, 1971; James and Savary, 1977; Rogers and Thorpe, 1981; Satir, 1972; Simon, Howe, and Kirschenbaum, 1972.

Special Suggestions: Some good activities for this workshop are found in Adler and Towne, pp 64-65 and 106.

DAY 2

Goal Setting

Time: Approximately three hours.

Objective: Participants will learn skills to help them set goals, solve problems, and make decisions in their lives.

Major Points to be Covered:

- The characteristics of a good goal.
- The concept that short-term goals can lead to long-term goal fulfillment.
- An opportunity for participants to take inventory of their lives to help in clarifying goals.

- Techniques for decision-making and problem-solving.

Format: Presentation by workshop leader.

Suggested Sources: Ford and Lippitt, 1972; Glasser, 1975; Rogers and Thorpe, 1981.

DAY 3

Assertive Communication

Time: Approximately three hours.

Objective: Participants will examine their own communication styles and levels of assertiveness.

Major Points to be Covered:

- The differences between assertive, non-assertive, and aggressive communication.
- The reasons why assertiveness is the most constructive form of communication.
- "Games" or "roles" which non-assertive people may play.
- The concept that verbal and non-verbal cues may conflict to produce a "double message."
- Ways of adapting one's communication style to be more assertive and constructive.

Format: Presentation by workshop leader; role-playing by participants.

Suggested Sources: Adams, 1979; Adler and Towne, 1978; Baer, 1976; Rogers and Thorpe, 1981; Satir, 1972.

Special Suggestions: Some good activities for this workshop are those suggested in Satir (1972). Participants can enjoy and learn from such activities as role-playing to

demonstrate Satir's four maladaptive communication styles and conversing while seated back-to-back in order to better understand the importance of eye contact and other non-verbal cues in conversation.

Impromptu scenes may also be acted out by participants to demonstrate assertive, non-assertive, and aggressive communication. Situations to be used in these scenes might be those of a customer returning unsatisfactory merchandise to a store, a diner who is displeased by the quality of the meal served, an employee asking for a promotion, or a person who is asked to loan a favorite piece of jewelry to a friend.

DAY 4

Spending and Saving Money

Time: Approximately three hours.

Objective: Participants will learn about basics of budgeting, financial planning, and wise shopping techniques.

Major Points to be Covered:

- Setting up and maintaining a realistic household budget for spending and saving.
- Setting short-term and long-term financial goals.
- Using wise consumer practices while shopping.

Format: Presentation by workshop leader.

Suggested Sources: de Camp, 1971; Edmonds, 1979; Maedke, Lowe, Boardman, and Malouf, 1979; Nelson, 1975; Schlayer, 1978; Texas

Tech University, 1971; Yates 1976; York, Agel, and Boe, 1975.

DAY 5

Using Credit Wisely

Time: Approximately three hours.

Objective: Participants will learn how to use credit wisely.

Major Points to be Covered:

- Advantages and disadvantages of using credit.
- Establishing and keeping credit privileges.
- Credit Acts and how they affect the buyer.
- Avoiding fraud when signing contracts and other agreements.

Format: Presentation by workshop leader.

Suggested Sources: de Camp, 1971; Edmonds, 1979; Maedke, Lowe, Boardman, and Malouf, 1979; Schlayer, 1978; Yates, 1976.

Special Suggestions: Samples of contracts may be brought in order to explain standard clauses and point out desirable and undesirable features. Participants or staff members may role-play situations such as those of a customer who is being pressured to sign a poorly-written contract, a person who is asked illegal questions while applying for a loan, and a person who is dealing with an unscrupulous door-to-door solicitor. The group may discuss the skit afterwards and offer suggestions concerning the role-players' responses.

DAY 6

Single Parenting

Time: Approximately three hours.

Objective: Participants will learn about constructive approaches to parenting and living as a single adult.

Major Points to be Covered:

- The concept that one's self-esteem affects one's parenting skills.
- Communication patterns between parents and children.
- Spoken and unspoken family rules.
- Dealing with loneliness - enjoying yourself as a person.

Format: Presentation by workshop leader; role-playing.

Suggested Sources: Bel Geddes, 1974; Duncan, T.R. and Duncan, D., 1979; Gordon, 1976; Satir, 1972; Weiss, 1979; Yates, 1976.

Special Suggestions: Some good activities for this workshop are those found in Satir (1972). Participants can learn about their children's perspective by pairing off and having one person (the "child") kneel while the other person (the "parent") looks down at him/her and pats him/her on the head as a parent might do. Participants then report on their feelings and physical discomfort during the experience.

Situations role-played by participants might be those of an angry parent confronting a child who has received a bad report card, or a child asking a tired parent for special privileges. After the skit, both participants (the "parent" and the "child") may

report on their feelings (frustration, anger, helplessness, etc.) as they played their roles. The group may then discuss ways in which the "parent" could have handled the situation more constructively. The scene may then be played again, using the group's suggestions in order to show a more constructive parenting approach and its effect.

DAY 7

Career Exploration

Time: Approximately two hours.

Objective: Participants will examine their own characteristics in relation to those needed in various occupational fields.

Major Points to be Covered:

- The importance of determining skills, interests, needs, values, and work styles in making career decisions.
- Looking at main career clusters to see how personal characteristics may fit into various fields.
- Ways to use books, tests, and other tools to explore various careers.

Format: Presentation by workshop leader. A panel of guests from various occupational fields (including non-traditional workers) may also be invited to briefly discuss their jobs and answer questions from participants.

Suggested Sources: Bachhuber and Harwood, 1978; Berman, 1980; Burack, Albrecht, and Seitler, 1980; Catalyst Staff, 1980; Fader, 1977; German and German, 1981; Holland, 1973;

Lederer, 1979; Mouat, 1979; Norwood, 1979; Pogrebin, 1975; Scott, 1977; Winter, 1976.

Special Suggestions: If panel members are invited, they should be prepared to discuss the following: duties involved in their jobs, positive and negative aspects of their jobs, education and training they had for their jobs, reasons why they decided to pursue their particular careers, and, if applicable, ways in which they manage their time to handle both their families and jobs. They may, if desired, be asked to come in their work-world attire.

Ways to Get Job Training

Time: Approximately one hour.

Objective: Participants will become more familiar with their options in receiving job training.

Major Points to be Covered:

- Apprenticeship, on-the-job training, and internship - what the terms mean and how to apply for each of them.
- Local options for further education.
- Options for funding further education or training.

Format: Presentations by facilitator. A panel of guest speakers from local educational institutions may be invited to give brief presentations on their proffered programs.

Suggested Sources: Bachhuber and Harwood, 1978; Marano, 1978; Paulsen and Ryan, 1976; U.S. Department of Labor, 1980.

Special Suggestions: Guest speakers should include persons from local G.E.D. and adult high school completion programs,

post-secondary institutions, and skills training centers.

DAY 8

Resumes

Time: Approximately 1 hour.

Objective: Participants will become acquainted with ways of writing resumes in such a way as to enhance their qualifications.

Major Points to be Covered:

- The purpose and importance of the resume.
- Selecting items to include in the resume.
- Arranging the resume - the advantages and disadvantages of functional, chronological, and combined formats.
- Describing skills and personal qualifications - using terms employers understand.
- The resume as a "first impression" - the importance of its being neat, concise, and accurate.

Format: Presentation by workshop leader.

Suggested Sources: Berman, 1980; Bolles, 1981; German and German, 1981; Jackson and Mayleas, 1977; Stanat, 1977; Yates, 1976.

Special Suggestions: Participants may be shown examples of resumes in various styles in order to illustrate points made by the leader.

Particular emphasis should be placed on re-labelling homemaking and volunteer experience in ways that will increase their marketability.

Participants should be instructed to bring a

rough draft of their own resumes to the next day's workshop session.

Interview Skills

Time: Approximately one hour.

Objective: Participants will learn about successful interview skills.

Major Points to be Covered:

- Making a positive first impression through good grooming and poise.
- "Selling" yourself to the employer through interest, enthusiasm, and a willingness to learn.
- Handling common questions interviewers ask (including sexist and illegal ones).
- Common reasons why interviewees are rejected for positions.

Format: Presentation by workshop leader; skits enacted by leader and assistants or volunteers.

Suggested Sources: Berman, 1980; Bolles, 1981; German and German, 1981; Jackson and Mayleas, 1977; Stanat, 1977; Yates, 1976.

Special Suggestions: Two short skits enacted by the leader and assistants or volunteers will help demonstrate interview skills. A skit showing poor skills may be enacted first, followed by a group critique. Suggestions may then obtained from the group and used to show good interview skills in the second skit.

During the presentation, it should be emphasized that the interviewee's attitude - enthusiasm, interest, and a willingness to learn - can be even more important in a job interview than actual past

work experience and education.

Using Job Finding Tools

Time: Approximately one hour.

Objective: Participants will learn about ways to use classified ads, agencies, and other job finding tools.

Major Points to be Covered:

- Understanding terms used in classified advertisements.
- Services, fees, and contracts to be expected from state and private employment agencies.
- Using other job-finding sources such as personal contacts and telephone book yellow pages.

Format: Presentation by workshop leader.

Suggested Sources: Berman, 1980; Bolles, 1981; German and German, 1981; Gowdey, 1978; Jackson and Mayleas, 1977; Yates, 1976.

Special Suggestions: Samples of classified advertisements and employment agency contracts may be brought to illustrate points made by the leader.

DAY 9

Practicing Job Search Skills

Time: Approximately three hours.

Objective: Participants will use techniques they have learned in order to write their own resumes and practice their interview skills.

Major Points to be Covered:

- An opportunity for participants to write their resumes with guidance from workshop leaders.

- An opportunity for participants to practice their interview skills with one another and workshop leaders.

Format: Individual assistance from leaders in resume-writing; mock interviews conducted by leaders.

Suggested Sources: Berman, 1980; Bolles, 1981; German and German, 1981; Jackson and Mayleas, 1977; Stanat, 1977; Yates, 1976.

Special Suggestions: The number of workshop leaders should be determined beforehand, depending upon the expected number of participants for this session. Several leaders may hold mock interviews with individual participants in one part of the room (or an adjoining room) while other leaders assist the remaining participants in resume-writing. Participants may also practice being interviewed by one another as they wait for their turns with leaders.

Leaders who are conducting the mock interviews should understand the importance of critiquing participants in a constructive manner. Participants need encouragement and sincere praise as well as tips on improvement in order to develop the self-confidence needed for successful interviewing.

DAY 10

Mock Job Interviews

Time: Approximately two hours. (If necessary and/or more convenient, some interviews can be scheduled for the afternoon of Day 9.)

Objective: Participants will practice their interview skills in a realistic mock interview.

Major Points to be Covered:

- An opportunity for participants to practice their interview skills.
- A constructive critique by interviewers.
- A group discussion to share participants' interview experiences.

Format: Mock interviews with employers in actual world-of-work settings, followed by a group discussion led by the workshop leader.

Suggested Sources: None.

Special Suggestions: Staff and faculty members from the sponsoring institution should be asked to serve as "interviewers." The interviewers selected must be sympathetic to the needs of displaced homemakers and willing to give constructive comments and encouragement.

Interviewers and participants should be matched up on paper before the exercise so that participants can know the interviewer's name, title, and office location. Interviews should be conducted in actual office settings. Participants should dress and groom themselves as though they were going to an actual job interview.

If a participant feels discouraged or unhappy about the outcome of the mock interview, another

interview should be arranged as soon as possible. A private counseling session may be arranged for the participant in order to review skills and discuss feelings so that the second interview will be a more positive experience.

Awarding of Completion Certificates

Time: Approximately one hour.

Objective: To reinforce participants' constructive efforts in attending workshop sessions and bring closure to the workshop experience; to provide feedback for workshop leaders and evaluators.

Major Points to be Covered:

- Presentation of completion certificates to participants who have met attendance requirements (such as eight out of ten sessions).
- An opportunity for participants to complete final workshop evaluation forms.
- A reception to celebrate the learning experience of the workshop.

Format: Presentation of certificates by a staff member or administrator of the sponsoring institution; participants' completion of evaluation forms and/or discussion of workshop; reception.

Suggested Sources: None.

Special Suggestions: If participants wish, they may invite guests to the certificate ceremony and reception. Staff and faculty members of the program's sponsoring institution

(especially those who served as "employers" for mock interviews or helped with the workshop in other ways) should also be invited. Refreshments may be provided by the sponsoring institution, staff members, or participants who wish to contribute baked goods.

OPTIONAL DAY 1

Community Resources

Time: Approximately three hours.

Objective: Participants will learn about assistance programs within the community.

Major Points to be Covered:

- Location of assistance program offices in the community.
- Eligibility requirements and services of the programs.
- Procedures for enrolling in assistance programs.

Format: Presentations by speakers from local assistance programs.

Suggested Sources: None.

Special Suggestions: Representatives of various programs should be invited to give a description of their programs, requirements, services, and enrollment procedures. Programs to be considered for inclusion are the following: housing assistance, child care, and food stamp programs; CETA and OJT offices; energy programs; clinics and health centers; and programs such as the Department of Human Resources which offer counseling services.

OPTIONAL DAY 2

Insurance Needs

Time: Approximately one and one-half hour.

Objective: Participants will become familiar with different types of insurance and ways of estimating their own insurance needs.

Major Points to be Covered:

- Calculating the type and amount of coverage needed for renter's or homeowner's insurance, life insurance, health insurance, and auto insurance.
- The importance of periodically updating insurance coverage.

Format: Presentation by workshop leader.

Suggested Sources: de Camp, 1971; Edmonds, 1979; Maedke, Lowe, Boardman, and Malouf, 1979, Schlayer, 1978; Yates, 1976.

Special Suggestions: Insurance information can easily become confusing to many listeners; therefore, it is important that the workshop leader concentrate on basic information.

Legal Information

Time: Approximately one and one-half hour.

Objective: Participants will learn ways to handle common legal procedures.

Major Points to be Covered:

- The importance of preparing a will and the procedures involved in doing so.
- Handling common problems such as sex and/or age discrimination, small claims, and divorce-related concerns - where to go for assistance.
- Presentation by workshop leader.

Suggested Sources: Barkas, 1979; Ross, 1973.

OPTIONAL DAY 3

Nutrition

Time: Approximately one and one-half hour.

Objective: Participants will become familiar with the basics of nutrition and wise food preparation.

Major Points to be Covered:

- The "basic four" food groups.
- Dieting wisely - facts and fallacies of losing weight.
- Selection and preparation of food for low cost and high nutrition.

Format: Presentation by workshop leader.

Suggested Sources: Better Homes and Gardens, 1961; Clydesdale and Francis, 1977; Leverton, 1965; Martin, 1966; Stare, Frederick and McWilliams, 1977; York, Agel, and Boe, 1975.

Special Suggestions: The workshop leader should be asked to concentrate on practical ways to use the concepts of good nutrition in everyday life.

Good Grooming

Time: Approximately one and one-half hour.

Objective: Participants will learn about basic good grooming habits and ways to improve their self-images.

Major Points to be Covered:

- Benefits of good grooming - increased self-concept and a more attractive image.
- Basics of looking good - skin and hair care, exercise, and diet.

- Choosing appropriate, easy-care hairstyles and make-up (for female participants).
- Practical ways to develop a working wardrobe.

Suggested Sources: Cho and Grover, 1978; Hannon, 1979; Morrison, 1980.

Special Suggestions: It is suggested that speakers approach this subject from an employer's viewpoint, emphasizing the increased pride and efficiency of well-groomed employees. Tips should be given on grooming for interviews and workdays.

Displaced homemakers often need a boost in morale; therefore, care must be taken to ensure that this presentation is appropriate for its audience. Participants will be offended at tactless references to lack of hygiene, but, at the other extreme, may be frustrated by fashion tips they cannot financially afford to follow. Emphasis should be put on the good inner feelings that come from basic good grooming habits, not on the importance of impressing others with expensive fashions or perfect physical features. Speakers should concentrate on giving practical, realistic information on looking one's best on a tight budget and busy schedule. Discussing local sources of inexpensive clothing and hair care, such as factory outlets, thrift stores, beauty schools, and discount stores (for inexpensive accessories) will be helpful.

OPTIONAL DAY 4

Self-Protection

Time: Approximately one and one-half hour.

Objective: Participants will learn ways to avoid becoming easy targets for rape and theft.

Major Points to be Covered:

- Ways to avoid being an easy target for rape.
- What to do if a rape should occur.
- Ways to avoid being an easy target for theft (at home and elsewhere).
- What to do if a theft should occur.

Format: Presentation by workshop leader.

Suggested Sources: Brownmiller, 1975; Davis and Brody, no date; Haros, 1974; Hursch, 1977; Paulsen and Kuhn, 1976 ("Self-Protection" section).

Home and Auto Maintenance

Time: Approximately one and one-half hour.

Objective: Participants will learn about procedures used in common home and automotive repairs.

Major Points to be Covered:

- Simple home maintenance and troubleshooting techniques.
- Simple auto maintenance and troubleshooting techniques.
- How to handle agreements, warranties, and complaints.

Format: Presentation by workshop leader.

Suggested Sources: Carlson, 1973; Paulsen and Kuhn, 1976 ("Handywoman" section); Reingold, 1973; Time-Life Editors, 1975; Vajda, 1976; Weiss, 1978.

OPTIONAL DAY 5

Success on the Job

Time: Approximately three hours.

Objective: Participants will learn about successful job-keeping skills.

Major Points to be Covered:

- Human relations on the job - getting along with co-workers and employers.
- Developing productive work habits.
- Time management - organizing and planning time for one's lifestyle.

Format: Presentation by workshop leader.

Suggested Sources: Back and Back, 1982; Chapman, 1975; Mackenzie and Waldo, 1981; Yates, 1976.

Special Suggestions: After working alone in the home for many years, displaced homemakers often do not know the customs and routines of the workplace (Andre, 1981). Adjustments to the work-world may be easier to make if displaced homemakers are helped to anticipate them and learn to deal with them constructively.

OPTIONAL DAY 2

Insurance Needs

Time: Approximately one and one-half hour.

Objective: Participants will become familiar with different types of insurance and ways of estimating their own insurance needs.

Major Points to be Covered:

- Calculating the type and amount of coverage needed for renter's or homeowner's insurance, life insurance, health insurance, and auto insurance.
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- Handling common problems such as sex and/or age discrimination, small claims, and divorce-related concerns - where to go for assistance.
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OPTIONAL DAY 3

Nutrition

Time: Approximately one and one-half hour.

Objective: Participants will become familiar with the basics of nutrition and wise food preparation.

Major Points to be Covered:

- The "basic four" food groups.
- Dieting wisely - facts and fallacies of losing weight.
- Selection and preparation of food for low cost and high nutrition.

Format: Presentation by workshop leader.

Suggested Sources: Better Homes and Gardens, 1961; Clydesdale and Francis, 1977; Leverton, 1965; Martin, 1966; Stare, Frederick and McWilliams, 1977; York, Agel, and Boe, 1975.

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Special Suggestions: It is suggested that speakers approach this subject from an employer's viewpoint, emphasizing the increased pride and efficiency of well-groomed employees. Tips should be given on grooming for interviews and workdays.

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- What to do if a theft should occur.

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Suggested Sources: Brownmiller, 1975; Davis and Brody, no date; Haros, 1974; Hursch, 1977; Paulsen and Kuhn, 1976 ("Self-Protection" section).

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- How to handle agreements, warranties, and complaints.

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OPTIONAL DAY 5

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- Developing productive work habits.
- Time management - organizing and planning time for one's lifestyle.

Format: Presentation by workshop leader.

Suggested Sources: Back and Back, 1982; Chapman, 1975; Mackenzie and Waldo, 1981; Yates, 1976.

Special Suggestions: After working alone in the home for many years, displaced homemakers often do not know the customs and routines of the workplace (Andre, 1981). Adjustments to the work-world may be easier to make if displaced homemakers are helped to anticipate them and learn to deal with them constructively.

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